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ABSTRACT

The first five sections of the guide include course guidelines, course description and broad goal statement, behavioral and skill objectives, course content, learning activities, and teaching procedures. The guide also includes evaluation checklists and a bibliography. The objective of the course is to increase the endurance of the student, improve his ability to care for himself while in the water, introduce him to additional coordinated movements, and motivate him to continue his water safety training. Skill and safety objectives and measures are listed. Evaluation checklist forms are included. (HMD)

ED 093877

INTERMEDIATE SWIMMING

PHASE I - ADVANCED BEGINNER
PHASE II - INTERMEDIATE SWIMMING

5551.47	5561.47
5552.47	5562.47
5553.47	5563.47
5554.47	5564.47
5555.47	5565.47
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PHYSICAL EDUCATION

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Written by Dick Gutting

for the

DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida
1971

SP008 247

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PHYSICAL EDUCATION

INTERMEDIATE SWIMMING - PHASE I ADVANCED BEGINNER

I. COURSE GUIDELINES FOR COURSE NUMBER:

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5553.47	5563.47
5554.47	5564.47
5555.47	5565.47
5556.47	5566.47

A.	Student Classification:	Coeducational
B.	Grade Level:	7 - 12
C.	Level of Performance:	Advanced Beginner
D.	Suggested Prior Experiences:	Beginning Swimming
E.	Subject Status:	Elective
F.	Length of Unit:	3-5 Weeks

II. COURSE DESCRIPTION AND ACCREDITATION STANDARD

Junior High: 9.8414 (1) a,b,d,j
Senior High: 9.9417 (1) a,b,c,d

A. Description

The objective of the advaned beginner course is to increase the endurance of the individual, improve his ability to care for himself while in the water, introduce him to additional coordinated movements and to equip and motivate him to continue his water safety training.

B. Methods and Evaluations

Physical education classes will be taught advanced fundamentals of swimming by the use of one or more of the following methods:

Explanation, demonstration, skill practice, discussion, visual aids, stationary and free floating devices, periodic tests, final performance exam.

C. Areas of Concentration

1. Breath Control
2. Survival Floating
3. Treading Water and Changing Positions
4. Elementary Backstroke
5. Crawl Stroke
6. Diving and Underwater Swimming
7. Use of Life Jacket
8. Safety and Rescue Techniques

III. COURSE OF STUDY BEHAVIORAL OBJECTIVE

A. Basic Skills Objective - 20% of the Unit Grade

1. State Accreditation Standard: Junior High: 9.8414 (2) (b)
Senior High: 9.9417 (2) (b)

Students will perform the following skills according to the specifications listed in course content. As the skills are presented and the student masters each, he will be checked off on the "Advanced Beginner Skill Sheet: (See VI). Check-offs will take place periodically throughout the course until the student has successfully accomplished all skills and skill combinations listed below.

a. Rhythmic Breathing
b. Survival Floating - 2 minutes
c. Treading Water - 30 seconds + changing positions
d. Elementary Backstroke - 25 yards
e. Crawl Stroke - 25 yards
f. Diving and Underwater Swimming - 15 feet
g. Use of Life Jacket
h. Safety and Rescue Techniques
i. First Combined Skill Test
j. Second Combined Skill Test

2. State Accreditation Standard: Junior High: 9.8414 (2) (c)
Senior High: 9.9417 (2) (c)

B. Observed Skills Objective - 40% of the Unit Grade

1. State Accreditation Standard: Junior High: 9.8414 (2) (b)
Senior High: 9.9417 (2) (b)

Having learned, practiced and demonstrated successful accomplishment in the first 8 skills and skill combinations listed above, students will combine the following in two observed routines, which will be evaluated by teacher judgment.

a. Student dives into deep water and swims a minimum of 15 feet underwater, then comes to the surface and treads water for 30 seconds, then swims 20 yards using a crawl stroke.

b. Student jumps into deep water, then comes to surface and performs the survival floating skill for 2 minutes, then swims 20 yards using the elementary backstroke.

2. State Accreditation Standard: Junior High: 9.8414 (2) (c)
Senior High: 9.9417 (2) (c)

C. Safety Objectives - 20% of the Unit Grade

1. State Accreditation Standard: Junior High: 9.8414 (2) (b)
Senior High: 9.9417 (2) (b)

a. Student will demonstrate proper use of the life jacket
b. Student will demonstrate reaching and extension rescues
c. Student will discuss the mouth-to-mouth techniques of artificial respiration and will demonstrate the proper head position for keeping an open air passage, using a fellow classmate as a victim.

D. Social and Personal Attitudes - 20% of the Unit Grade

1. State Accreditation Standard: Junior High: 9.8414 (2) (b)
Senior High: 9.9417 (2) (b)

The teacher, through his knowledge, ability, sound teaching approach, and enthusiasm will set up a learning situation where a majority of the students will respond to, develop and exhibit desirable behavior. Evaluation in the following will be a daily process and will be based upon the teacher's professional judgment. A check sheet may be used in recording the following:

a. Consideration for others
b. Willingness to participate
c. Willingness to assist others
d. Enthusiasm
e. Leadership

2. State Accreditation Standard: Junior High: 9.8414 (2) (c)
Senior High: 9.9417 (2) (c)

IV. COURSE CONTENT
(This section may be duplicated for distribution to students)

A. Individual and Combined Skills

In order to satisfactorily complete the Advanced Beginner Course, students will demonstrate their ability by successfully performing the following skills and skill combinations:

1. Breath control: Student demonstrates rhythmic breathing ability by regularly inhaling and exhaling for a minimum of two minutes. He also bobs up and down in water over his own depth, with good breath control, for minimum of twenty (20) times.

2. Survival floating: Student demonstrates his ability to perform the survival floating skill in a relaxed, coordinated manner for minimum of two minutes.

3. Changing positions and treading water: Student changes from prone position to vertical and treads water for 30 seconds. He then goes to supine position. From supine position, student goes to vertical and in this position treads water for 30 seconds and then returns to prone position.

4. Elementary backstroke: Student swims 25 yards using the elementary backstroke.

5. Crawl stroke: Student swims 25 yards using the crawl stroke.

6. Diving and underwater swimming: Student dives from deck and swims 15 feet underwater.

7. Use of the life jacket: Student jumps from deck into deep water while wearing jacket. He demonstrates ability to be comfortable while in prone, vertical, and supine positions. Each position to be held at least one minute.

8. Safety and rescue techniques: Student demonstrates assists using arm extension, pole, and article of clothing. He demonstrates using a partner, the proper head position for maintaining an open airway for mouth-to-mouth contact.

9. Combined skills: Student dives into deep water and swims minimum of 15 feet under water, comes to surface and treads water for 30 seconds, then swims 20 yards using crawl stroke.

10. Combined Skills: Student jumps into deep water, comes to surface and performs survival floating skill for two minutes, then swims 20 yards using elementary backstroke.

B. Safety and Courtesy

The following procedures will be used, discussed and practiced during the Advanced Beginner Course:

1. Use buddy system (never swim alone).

2. Have a lifeguard by the pool while instruction is going on.

3. Follow rules set up by the pool while instruction is going on.

4. Learn the simple and safe reaching and extension rescues.

5. Learn how to use Coast Guard approved jacket type life preserver.

6. Stay out of water when overheated and immediately after eating.

7. Always swim a safe distance from diving board.

8. Dive only into known water of sufficient depth.

9. Stay out of water during electrical storms.

V. LEARNING ACTIVITIES AND TEACHING PROCEDURES

A. Planning a Swimming Lesson

The outline below can be applied somewhat flexibly to any swimming class:

1. Review of previous class.

2. Explanation and demonstration of new skills

3. Warmup - land drill

4. Practice period

5. Tapering off of classwork

6. Review of day's lesson

7. Preview of skills to be taught in next period

B. Learning Activities Outline

The expanded outline below includes those activities which aid in the learning of the skills listed.

1. Breath Control

a. Bobbing in deep water

(1) Practice bobbing in neck deep water before progressing to deep water

(2) Initial practice in deep water may be started while holding lightly onto side of pool. Definite rhythm should be established with inhalation as mouth clears surface and exhalation as head goes below surface.

b. Rhythmic breathing

In standing depth, inhale when mouth clears water by rotating head and exhaling through mouth after head has returned to face down position.

c. NOTE: The following stunts can be incorporated in the preceding or used as end-of-period games.

(1) Bobbing in deep water. See how hard you can push off bottom on each repetition.

(2) Water dodge ball, in circle.

(3) Tunnel ball (passing ball back under legs of several players.

(4) Kickboard race for 25 yards

2. Survival Floating

a. Review jellyfish float

b. Survival floating

(1) Practice in neck deep water before progressing to deep water.

(2) Review inhaling through mouth with face out, place face in water and hold breath for about five seconds.

(3) After five seconds, exhale slowly while raising head.

(4) Eyes open and head vertical, inhale just as mouth clears surface. Repeat 25 to 30 times.

(5) Add lift of arms, keeping face in water.

(6) Add pressing action of arms as face clears water.

(7) In neck deep water, practice whole skill without leg action.

(8) In deep water, practice whole skill with leg action timed with arm press.

(9) Emphasis on having students paired and deep-water practice being started near edge of poos or deck.

c. NOTE: The following can be incorporated in the preceding or used as end-of-period games:

(1) Prone float to counts of 10, 15, & 20.

(2) Survival floating with hands tied.

(3) Survival floating with feet tied.

3. Treading Water and Changing Positions

a. Treading water

(1) Review and practice treading water

(2) Tread water using arms and legs for minimum of 30 seconds.

b. Changing from vertical to back floating position

Extend legs forward, lay head back until ears are in water. Gentle finning or sculling movements can maintain back floating position.

c. Changing from back floating position to vertical position

Go to vertical position similar to recovery, to standing position, tread. Lean forward, extend legs back, place face in water, change to prone position.

d. Combination of b + c above

Student will reverse above procedures so that he can comfortably change from prone to vertical to back position and vice versa. Arms remain below surface at all times.

e. NOTE: The following can be incorporated in the preceding or used as end-of-period games:

(1) Treading water waist deep (strenuous treading in deep water to raise body so that shoulders and chest are out of the water).

(2) Waist deep treading and propel self forward.

(3) Treading water with least possible energy.

4. Elementary Backstroke

a. Leg action, inverted breaststroke kick

(1) Practice while sitting on edge of pool, legs in water or with buddy support, and then from back glide position.

(2) Feet turn out and are pointed and positioned outside knees before thrusting back.

(3) Pattern of movement more important than strength of kick during learning phase.

b. Arm action

(1) Start with land drill and progress to buddy support, to floatation support of legs, and finally to arms only without support of legs.

(2) Keep fingers close to body as hands move toward armpit in recovery.

(3) Make all movements slowly.

(4) Keep hands and arms below surface at all times.

c. Combined stroke

(1) Support attached to body can lengthen practice distance while learning combined stroke.

(2) Correct movement more important than power.

(3) Practice distance gradually lengthened.

d. NOTE: The following can be incorporated in the preceding or used as end-of-period games:

(1) Glide for distance on back.

(2) Fin on back.

(3) Fin on back in circle.

(4) Race on back finning, with crawl kick.

(5) Float on back for five minutes.

5. Crawl Stroke

a. Practice breathing on both sides. Leg kick and arm action combined with rhythmic breathing. Rotate head for inhalation rather than lifting. Ease and correct movements more important than speed.

b. NOTE: The following can be incorporated in the above or used as end-of-period games:

(1) Prone glide for distance of 10, 20, 30 feet.

(2) Kick glide on front, for distance.

(3) Race, face down, using crawl stroke.

(4) Kick glide race using kick boards.

6. Diving and Underwater Swimming

a. Diving (coordinate leg spring with arm action)

(1) Continue practice from deck.

(2) Add slight spring, first with arms extended up.

(3) Add arm action to leg spring.

(4) Perform small arc by diving over pole for help on getting height.

(5) Extend body while in air, reach for and touch bottom with hands.

b. Underwater swimming

(1) Start with porpoise dive in chest deep water.

(2) Modified breaststroke arm action with crawl kick used initially.

(3) Underwater strokes added to diving practice.

c. NOTE: The following can be incorporated into the above or used as end-of-period games.

(1) Follow the leader from the diving board.

(2) Do a plain front dive, pick up object from bottom.

(3) Do a plain front dive, swim underwater for distance.

(4) Underwater relay. Players must swim entire distance underwater.

7. Use of a Life Jacket

a. Swimming and floating while wearing life jacket.

(1) In chest deep water practice putting on jacket properly.

(2) Practice staying afloat with face out of water while in prone, vertical and supine positions.

(3) Practice swimming with jacket. Keep arms underwater at all times.

b. Jumping in while wearing jacket.

(1) Initial jumps from slight elevation.

(2) Cross arms in front of jacket, hands grasping top edges of jacket to hold jacket in place at impact of entering water.

c. NOTE: Only Coast Guard approved jacket-type preservers should be used.

8. Safety and Rescue Techniques

a. Reaching and extension rescues

(1) Extend arm and leg to buddy.

(2) Extend pole, shirt, towel, floatation device, etc.

b. Mouth-to-Mouth Resusitation

(1) Discuss mouth-to-mouth resusitation

(2) Demonstrate proper head position for keeping an open airway.

(3) Do not perform actual mouth-to-mouth contact.

C. Organizing the Class for Skill Development

1. Principles of Class Organization

The instructor should always arrange the class so that

a. The safety of students is insured.

b. All can hear instructions.

c. All can see demonstrations.

d. All will have an opportunity for maximum practice.

e. All will have an opportunity to be checked for skill development.

2. Patterns of Class Organization

a. Arranging class for discussion on land

(1) Semicircle formation

(2) Important factors:

(a) Sun should be behind students
(b) Group should face away from distracting influences.

b. Arranging class for demonstration in water

(1) "L" formation at corner of pool.

(2) Important factors:

(a) Demonstrator should work in "pocket" directly in front of students.

(b) Students should be close to instructor and high enough to look down on him.
(c) For large class, place students in 3 rows. Front row sits, 2nd row kneels, 3rd row stands, facing pool.

c. Arranging class for practice in static formation

(1) Single line, parallel lines, multiple lines, circle, semicircle and "V" formation.

(2) Used either on land or in water.

(3) Important factors:

(a) Students far enough apart so as not to interfere with each other.
(b) Students should be faced away from distracting influences.
(c) Parallel lines especially effective when students work together as buddies.
(d) Instructor must be seen by all students and vice versa.
(e) Instructor cannot see all students at same time when circle formation is used.

d. Arranging class for practice in fluid (moving) formation.

(1) Wave, stagger, and circle formation

(2) Important factors:

(a) In wave formation, group is divided into two smaller groups known as #1 and #2.
(b) In wave formation, each group swims as a unit.
(c) In stagger formation, group remains in single line.
(d) In stagger formation, instructor should be able to follow progress of each student for a few body lengths before next student starts.
(e) In circle formation, instructor remains outside of circle and at a location higher than the group.

e. NOTE: For more detailed description of methods of organizing a class, refer to Red Cross Swimming and Water Safety Courses - Instructor Manual, section 4.

D. "Station" or "Assembly Line" method of teaching large classes

1. How the Assembly Line Operates

a. Students assigned to station.

b. Remain for predetermined period of time tc receive instruction.

c. At end of instructional phase, signal is sounded for the testing phase.

d. Those who passed test move to next station.

e. At end of class period, students told to return to last uncompleted station when next class session starts.

2. Specific information on class procedure.

See Beginner Swimming for detailed breakdown of the "Station" or "Assembly Line" method of teaching swimming.

E. Recommended Resources for Teachers

(Note: The following lists are not exhaustive, nor are they intended as recommendations for purchase. Each teacher should preview and evaluate materials before using them. Titles of films and filmstrips that may be ordered from the Dade County Audio-Visual Services are followed by catalog numbers. Forms for ordering these materials may be obtained from the school's audio-visual representative.)

1. Films

(Note: These films are available from the Dade County Audio-Visual Center, Lindsey Hopkins)

a. Beginning Swimming. Coronet, 10 min., B & W. 1-04481

b. Breath of Life. Pyramid, 20 min., Color.

c. Learning to Swim. McGraw Hill, 11 min., B & W. 1-04483

d. Let's Be at Home in the Water. Portafilm, 10 min. 1-04485

e. New Magic of Swimming. Sterling, 20 min., B & W. 1-11779

(Note: These films are available from local chapter, American Red Cross, 5020 Biscayne Blvd., Office of Safety Programs, phone: 751-6661.)

a. From Where I Sit. American National Red Cross, 1970, 20 min.

b. Midsummer Nightmare. American National Red Cross, 16 min.

c. Breath of Life. Pyramid, 20 min., Color.

2. Books

(Note: The following texts were invaluable in the preparation of this course and are highly recommended for use by instructors.)

a. American National Red Cross. Swimming and Water Safety Courses - Instructor's Manual. Washington, D.C., 20036, 1968 or later.

b. American National Red Cross. Swimming and Water Safety. (Textbook) Washington, D.C., 20036, 1968 or later.

3. In-service Course for Instructors

(Note: It is strongly recommended that a continuing program of training and re-training be set up for personnel working in aquatics, and that all persons entrusted to teach any phase of swimming be required to hold a valid Red Cross Water Safety Instructor certificate. The following training is provided, free of charge, several times each year, by the local chapter of the American Red Cross.)

a. Water Safety Instructor Course (approx. 40 hours)

b. Instructor of Beginner Swimming Course (approx. 20 hours)

c. Instructor Review (approx. 12 hours)

A special course for Dade County School Board personnel could be set up if desired.

VI. EVALUATION PLANS

The attached skill and record sheets are an efficient method of checking off satisfactory Performance in Phase I - Intermediate Swimming Course.

INTERMEDIATE SWIMMING - PHASE I

Instructor

Use check (✓) for satisfactory performance in each skill

NAME	Rhythmic Breathing	Survival Floating 2 Minutes	Treading Water 30 sec	Elementary Backstroke 25 yards	Crawl Stroke 25 yards	Diving & Underwater Swimming - 15 feet	Use of a Life Jacket	Safety & Rescue Techniques	1st Combined Skills	2nd Combined Skills	Final Grade
	1	2	3	4	5	6	7	8	9	10	
1											
2											
3											
4											
5											
6											
7											
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10											
11											
12											
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17											
18											
19											
20											

MASTER RECORD

Class _____ Number in Class _____

LESSON NUMBER	1	2	3	4	5	6	7	8	Final Station
NAME									

To be used to record progress made by students throughout the course. The information is taken from the STATION RECORD.

STATION RECORD

Station _____ Date _____

Class _____ Instructor _____

NAME	NAME
1	8
2	9
3	10
4	11
5	12
6	13
7	14

To be used for names of students at individual stations at end of period.
One of these forms is to be used at each station.

BIBLIOGRAPHY

BOOKS

American Association for Health, Physical Education and Recreation. Aquatics Guide. Washington, D.C., 20036, 1969.

American National Red Cross. Swimming and Water Safety (textbook). Washington, D.C., 20006, 1968.

American National Red Cross. Swimming and Water Safety Courses - Instructor Manual. Washington, D.C., 20006, 1968.

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McKenzie, M.M. and Betty Spears. Beginning Swimming, 8th Printing. Belmont, California: Wadsworth Publishing Company, Inc., 1963.

Vickers, Betty J. and William J. Swimming. Dubuque, Iowa: William C. Brown Company, Publishers, 1966.

PAMPHLET

The Fred Lanoue Method of Drown Proofing. Ed Smike, Director of Aquatics, Emory University, Atlanta, Georgia.

INTERMEDIATE SWIMMING - PHASE II

Junior High: 9.8414 (1) a,b,d,j; (2) b,c,
Senior High: 9.9417 (1) a,b,c,d; (2) b,c

PHYSICAL EDUCATION

Written by Dick Gutting

For The

DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida
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A. Description
B. Methods and Evaluations
C. Areas of Concentration

III. COURSE OF STUDY BEHAVIORAL OBJECTIVE 2

A. Basic Skills Objective
B. Observed Skills Objective
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D. Social and Personal Attitudes

IV. COURSE CONTENT 4
(This section may be duplicated for distribution to students.)

A. Individual and Combined Skills
B. Safety and Courtesy

V. LEARNING ACTIVITIES AND TEACHING PROCEDURES 6

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PHYSICAL EDUCATION

INTERMEDIATE SWIMMING - PHASE II

I. COURSE GUIDELINES FOR COURSE NUMBER

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A.	Student Classification:	Coeducational
B.	Grade Level:	7-12
C.	Level of Performance	Intermediate
D.	Suggested Prior Experiences:	Advanced Beginner or Equivalent ability
E.	Subject Status:	Elective
F.	Length of Unit:	3-5 weeks

II. COURSE DESCRIPTION AND ACCREDITATION STANDARD BROAD GOAL

Junior High: 9.8414 (1) a,b,d,j
Senior High: 9.9417 (1) a,b,c,d

A. Description

The Intermediate Swimming course will provide the student with the opportunity to learn the elements of good swimming.

B. Methods and Evaluations

Physical education classes will be taught intermediate skills by the use of one or more of the following methods: demonstration, explanation, skill practice, discussion, visual aids, stationary and free floating devices, periodic tests, final performance exam, written exam.

C. Areas of Concentration

1. Leg kicks
2. Arm strokes
3. Coordinated stroking
4. Turns
5. Safety and survival skills
6. Diving
7. Rescue skills and artificial respiration

III. COURSE OF STUDY BEHAVIORAL OBJECTIVE

A. Basic Skills Objective - 20% of the Unit Grade

1. State Accreditation Standard: Junior High: 9.8414 (2) (b)
Senior High: 9.9417 (2) (b)

Students will perform the following skills according to the specifications listed in course content. As the skills are presented and the student masters each in turn, he will be checked-off on the "Intermediate Skill Sheet" (see VI). Check-offs will take place periodically throughout the course until the student has successfully accomplished all skills listed below:

a. Leg kicks

(1) Scissors kick - 20 yards
(2) Crawl kick - 20 yards
(3) Breaststroke - 20 yards

b. Arm strokes

(1) Sidestroke - 10 yards
(2) Crawl - 10 yards
(3) Breaststroke - 10 yards

c. Elementary backstroke - 50 yards
d. Selected stroke - 100 yards
e. Turns - front and back
f. Survival floating - 5 minutes
g. Sculling - 10 yards
h. Tread water - 1 minute
i. Float - 1 minute
j. Underwater swim - 15 feet
k. Standing front dive
l. Rescue skills
m. 5 minute swim

2. State Accreditation Standard: Junior High: 9.8414 (2) (c)
Senior High: 9.9417 (2) (c)

At least 75% of the students are able to demonstrate the proficiencies listed in 1., a. - m.

B. Observed Skills Objective - 40% of the Unit Grade

1. State Accreditation Standard: Junior High: 9.8414 (2) (b)
Senior High: 9.9417 (2) (b)

Having been taught, practiced and demonstrated successful accomplishment in the first 12 skills listed above, students will swim continuously for a minimum of 5 minutes. In this test, he may swim any or all of the strokes that he has mastered on the front, the side, or the back.

2. State Accreditation Standard: Junior High: 9.8414 (2) (c)
Senior High: 9.9417 (2) (c)

At least 75% of the students are able to demonstrate the proficiencies listed in 1.

C. Safety Objective - 20% of the Unit Grade

1. State Accreditation Standard: Junior High: 9.8414 (2) (b)
Senior High: 9.9417 (2) (b)

Students will be given additional knowledge and practice in learning safe rescue techniques (See V. B-5 and V. B-7).

D. Social and Personal Attitudes - 20% of the Unit Grade

1. State Accreditation Standard: Junior High: 9.8414 (2) (b)
Senior High: 9.9417 (2) (b)

The teacher, through his knowledge, ability, sound teaching approach, and enthusiasm, will set up a learning situation where a majority of the students will respond to, develop, and exhibit desirable behavior. Evaluation in the following will be a daily process and will be based upon the teachers professional judgment. A check sheet may be used in recording the following:

a. Consideration for others
b. Willingness to participate
c. Willingness to help others
d. Enthusiasm
e. Leadership
f. Demonstration of the following safety procedures:

(1) Wading rescues using extensions
(2) Extensions using ring buoy or heaving line
(3) Rescuer using floating objects such as swimboard, ring buoy, inner tube, etc.
(4) Mouth-to-mouth resuscitation

2. State Accreditation Standard: Junior High: 9.8414 (2) (b)
Senior High: 9.9417 (2) (b)

At least 75% of students are able to demonstrate the proficiencies listed in 1. a.-f.

IV. COURSE CONTENT

A. Individual and Combined Skills

In order to satisfactorily complete the intermediate course, students will demonstrate their ability successfully performing the following individual and combined skills:

1. Using a swimboard, student demonstrates the following leg strokes for minimum distance of 20 yards: scissors kick, crawl kick, and breaststroke kick.

2. Using leg support or trailing legs with minimum motion, student demonstrates the following arm strokes for a minimum distance of 10 yards: crawl, elementary backstroke, breaststroke, and sidestroke.

   NOTE: The above leg and arm strokes need not be done consecutively.

3. Student swims 50 yards continuously, using a coordinated elementary backstroke.

4. Student swims 100 yards continuously, using a fully coordinated sidestroke, breaststroke, or crawl stroke.

5. Student demonstrates a simple turn on front and back.

6. Student demonstrates his ability to perform the survival floating skill for 5 minutes.

7. By sculling with the hands, student moves backward through the water while on his back, for minimum of 10 yards.

8. Student treads water continuously for 1 minute.

9. Student floats motionless or rests in floating position for 1 minutes.

10. Student submerges feet first to depth of 4 or 5 feet, levels off, and swims at least 15 feet underwater.

11. Student does coordinated front dive into deep water in reasonably good form.

12. Student demonstrates his ability to perform extension and equipment rescues. He also demonstrates the technique of giving mouth-to-mouth resuscitation.

13. Student swims continuously for minimum of 5 minutes. He may use any or all of the strokes he has mastered, on the front, side, or the back.

B. Safety and Courtesy

The following procedures will be used, discussed and practiced during the intermediate swimming course.

1. Use the "buddy system" (never swim alone).
2. Swim only in supervised areas.
3. Follow rules set up by the pool where you are swimming.
4. Learn the simple and safe reaching rescues.
5. Know how to administer artificial resuscitation.
6. Know your limitations and do not overestimate your ability.
7. Stay out of water when overheated and immediately after eating.
8. Dive only into known waters of sufficient depth.
9. Stay out of waters during electrical storms.
10. Always swim a safe distance away from diving board.
11. Avoid long periods of immersion and over exposure to sun.
12. Call for help only when you really need it.

V. LEARNING ACTIVITIES AND TEACHING PROCEDURES

A. Planning a Swimming Lesson

The outline below can be applied somewhat flexibly to any swimming class.

1. Review of previous class
2. Explanation and demonstration of new skills
3. Warmup land drill
4. Practice period
5. Tapering off of classwork
6. Review of day's lesson
7. Preview of skills to be taught in next period

B. Learning Activities Outline

The outline below includes those activities which aid in the learning of the skills listed.

1. Leg kicks

   a. Crawl kick

      (1) On front
      (2) On back
      (3) On side, with one arm extended

   b. Scissors kick

      (1) On left side
      (2) On right side

   c. Breaststroke kick

      (1) On front
      (2) On back

   d. NOTE: Kicking practice for all kicks can be done in a variety of drills -- lying or sitting on the edge, bracketed to side, using swimboards for arm support, having arm supported by partner, attaching support to body, etc.

   e. NOTE: Instructor stresses slow, easy and correct movements while learning rather than strength of kick.

f. NOTE: The following stunts can be incorporated in the practice session above or used as end-of-period games:

(1) Race, face up, using crawl kick glide
(2) Race, face down, using crawl kick glide
(3) Race, on side, legs only, lower arm extended
(4) Log roll (keep legs, body, and arms stretched in straight line; roll)

2. Arm strokes

a. Crawl stroke (review)

Practice adding breathing with arm action

b. Elementary back stroke (review)

c. Sidestroke

d. Breaststroke

Practice adding breathing with arm action

e. NOTE: Movements can be practiced on land or in shallow water, with leg support by partner or support attached to body with legs trailing.

f. NOTE: Instructor stresses easy, relaxed, and correct movements rather than power initially.

g. NOTE: The following stunts can be incorporated in the practice session above or used as end-of-period games.

(1) Race, face down, using crawl stroke (feet tied or in inner tube).

(2) Retrieving: A number of bright objects are thrown into the water. Teams line up on shore. On signal, teams dive in, swim under water and recover as many objects as possible. Team recovering greatest number of objects, wins.

3. Coordinated stroking

Students practice coordinating the four strokes so that they master the elementary backstroke and one other stroke on either front or side.

a. Elementary backstroke

b. Crawl stroke

Start with legs only, then add arm action and finally breathing.

c. Sidestroke

d. Breaststroke

e. NOTE: Stress cross pool on length of pool drills. After sufficient practice, instructor will advise student on best stroke selection, front and side.

f. NOTE: The following games can be included in the practice session above or used as end-of-period games:

(1) Leapfrog: Players line up in shallow water; those in deep water treading. End player on each line puts hands on shoulders of person in front of him, pushing him underwater while he leaps over with legs widespread. Repeat until first-in-line becomes last.

(2) Pom-Pom Pullaway: Players line up on one side of pool. Player who is "it" calls out "go", all swimmers try to swim across pool without getting tagged by "it". Those tagged join "it" and try to tag the others.

(3) Ball tag: Played in deep water. "It" tries to tag someone by tossing the ball. The one who is tagged becomes "it".

(4) Duck Under: A variation tag game. In order to be safe from being tagged, players must be completely submerged.

4. Turns

a. Turning on the front (crawl)

(1) Walk through steps of turning in chest deep water.

(2) First step: Start in tack position against wall, hanging on with one hand, elbow bent, to keep close to wall, other hand under water and in front of head.

(3) Inhale, rotate head and body forward, and bring hand to wall, alongside the hand in front of head.

(4) When ready and when body is submerged, push off.

(5) Second Step: Start in prone position, one hand extended, grasping edge, free arm at side. Then draw closer to wall, tuck, assist tucking action by hooking free arm and bringing feet against wall. Student now is in position outlined in (2).

(6) Third step: Push or swim into wall with one arm extended and continue the turning process.

b. Turning on Back

(1) First step: Teach proper push-off position, starting with both feet aginst wall and body in a crouched position.

(2) Second step: Stress slowly placing head and shoulders back into water, extending arms and hands over head for easy pushoff. (Student exhales through nose during pushoff on back.

(3) Third step: After above steps are perfected, lie on back, one arm extended and free arm at side. Roll slightly on extended arm and push with free arm and then tuck body and spin to position achieved in first step.

(4) Fourth step: Swim into wall with one arm extended and continue whole turning process.

c. NOTE: Cross-pool races provide excellent practice for turns. Races can be swum in all strokes learned thus far.

5. Safety and Survival Skills

a. Survival floating

Continue practice with this skill learned in advanced beginner course to increase students ability to stay afloat for a longer period.

b. Treading water

(1) Drill practice in deep water with students in vertical position and hanging onto wall with one hand.

(2) Continue practice, using flat sculling movements as auxiliary support.

(3) Scissors kick or breaststroke kick that eliminates final bringing together of legs is most effective.

c. Sculling

(1) Keep movements easy and relaxed

(2) Practice cross-pool drills on back, using arms only.

(3) Class drills can be done on land, standing in chest-deep water, with partner support, or with support attached to body.

d. Swimming underwater

(1) Initial practice, students submerge and push off from side.

(2) Head position controls ability to stay submerged.

(3) Exhaling helps learner to swim underwater.

(4) Keep initial distance short and practice in shallow water.

e. Floating

(1) Majority of learners find balanced floating position somewhere between vertical and horizontal.

(2) Start in vertical position in chin-deep water. Gently arch back, lay head back and extend arms. (This procedure should cause legs to lift to point of individual's balance.)

(3) Hold breath for short periods and exhale and inhale quickly.

(4) Minimum sustaining movement of arms and legs permissible for individuals with negative buoyancy.

f. NOTE: The following can be included in the practice session above or used as end-of-period games:

(1) Duck under (see 3 above)

(2) Sculling on back with one foot out of water

(3) Sculling onback with both feet out of water.

(4) Human bobber (balancing stunt). Take handstand position in deep water and scull so as to move forward, feet out of water.

(5) Sculling feet first, hands at side.

(6) Sculling feet first, hand extended overhead

(7) On back, scull so as to move sideways

6. Diving

Coordinated standing front dive

a. Diving practice is part of each session

b. Coordination of arm swing and leg spring essential

c. Controlled entry made with body straight, arms and legs fully extended

d. NOTE: Follow-the-leader from low board is excellent practice and good end-of-period game.

7. Rescue Skills and Artificial Respiration

a. Wading skills using extensions

b. Extensions using ring buoy or heaving line

c. Rescuer using floating objects such as swimboard, ring buoy, inner tube, etc.

d. Mouth-to-mouth resuscitation. Students learn steps for giving mouth-to-mouth resuscitation, but no actual personal mouth contact is practiced.

C. Organizing the Class for Skill Development

1. Principles of class organization

The instructor shall always arrange the class so that:

a. The safety of students is ensured

b. All can see demonstration

c. All will have an opportunity for maximum practice

d. All will have an opportunity to be checked for skill development.

2. Patterns of Class Organization

a. Arranging class for <u>discussion on land</u>

(1) Semi-circle formation
(2) Important factors:

(a) Sun should be behind students
(b) Group should face away from distracting influences

b. Arranging class for <u>demonstration in water</u>

(1) "L" formation at corner of pool
(2) Important factors:

(a) Demonstrator should work in "pocket" directly in front of students.
(b) Students should be close to instructor and high enough to look down on him.
(c) For large class, place students in 3 rows: front row sits, 2nd row kneels, 3rd row stands, facing pool.

c. Arranging class for practice in static formation

(1) Single line, parallel lines, multiple lines, circle, semi-circle and "V" formations
(2) Used either on land or in water
(3) Important factors:

(a) Students far enough apart so as not to interfere with each other
(b) Students should face away from distracting influences
(c) Parallel lines especially effective when students work together as buddies
(d) Instructor must be seen by all students and vice-versa
(e) Instructor cannot see all students at same time when circle formation is used

d. Arranging class for practice in fluid (moving) formation

(1) Wave, stagger and circle formations
(2) Important factors:

(a) In wave formation, group is divided into two smaller groups known as group #1 and #2
(b) In wave formation each group swims as a unit
(c) In stagger formation, group remains in a single line
(d) In stagger formation instructor should be able to follow progress of each student for a few body lengths before next student starts
(e) In circle formation, group moves in one direction only
(f) In circle formation, instructor remains outside of circle and at a location higher than the group

e. NOTE: For a more detailed description of methods or organizing a class, refer to Red Cross Swimming and Water Safety Courses - Instructor Manual, section 4.

D. "Station" or "Assembly Line" Methods of Teaching Large Classes

Refer to BEGINNING SWIMMING, V. D. for a breakdown on the "Assembly Line" method of teaching large classes. The outline described can be modified for the intermediate swimming quin.

E. Recommended Resources for Teachers

(Note: The following lists are not exhaustive, nor are they intended as recommendations for purchase. Each teacher should preview and evaluate materials before using them. Titles of films and filmstrips that may be ordered from the Dade County Audio-visual Services are followed by catalog numbers. Forms for ordering these materials may be obtained from the school's audio-visual representative.

1. Films

(NOTE: Films available from Dade County Audio-visual Center, Lindsey Hopkins)

a. Breath of Life. Pyramid, 20 min. Color.

b. Get Wet. Pyramid, 1971, 9 min., color.

c. New Magic of Swimming, The. Sterling, 20 min., B & W.

d. Safety at the Beach, Alturas, 10 min., color.

e. Swimming Stroke Analysis. 25 min., B & W

(NOTE: Films available from local chapter American Red Cross 5020 Biscayne Boulevard. Phone: 751-6661.)

f. Breath of Life. Pyramid, 20 min., color.

g. From Where I Sit. American National Red Cross, 1970, 20 minutes

h. Midsummers Nightmare. American National Red Cross, 16 min.

2. Books

(Note: The following texts are highly recommended for use by instructors.)

a. American National Red Cross. Swimming and Water Safety Courses - Instructors Manual. Washington, D.C., 20006: 1968 or later. Free to certified Red Cross Water Safety Instructors.

b. American National Red Cross. Swimming and Water Safety. (Textbook). Washington, D.C. 20006: 1968 or later.

3. In-service Course for Instructors

(Note: It is strongly recommended that a continuing program of training and re-training be set up for personnel working in aquatics. It is further recommended that all persons entrusted to teach any phase of swimming be required to hold a valid Red Cross Water Safety Instructors certificate. The following training is provided free several times each year by the local chapter American Red Cross.)

a. Water Safety Instructor course. (Approximately 40 hours - prerequisite: Sr. Life Saving Certificate.)

b. Instructor of Beginner Swimming course. (Approximately 20 hours. Prerequisite: Sr. Life Saving Certificate.)

c. Instructor Review. (Approximately 12 hours. Prerequisite: recently expired Water Safety Instructors Certificate.

VI. EVALUATION

A. Performance Records

The skill sheet and record sheets are an efficient method of checking off satisfactory skill progress in the Intermediate Swimming course.

Intermediate Swimming Skill Sheet
Station Record
Master Record

B. Written Exam

The attached written exam covers high points of the Intermediate quin course.

INTERMEDIATE SWIMMING SKILL SHEET

Instructor

Use check ( ) for satisfactory performance in each skill.

	Leg			Arm Strokes													
	Scissors - 20 yds.	Crawl - 20 yds.	Breaststroke - 20 yds.	Side - 10 yds.	Crawl - 10 yds.	Breast - 10 yds.	Elem. Backstroke-50 yds.	Selected Stroke - 100 yds.	Turns - Front & Back	Survival Floating-5 min.	Sculling - 10 yds.	Tread Water - 1 min.	Float - 1 min.	Underwater swim - 15 ft.	Standing Front Dive	Rescue Skills	5 minute Safe	Written Exam
	1		2			3	4	5	6	7	8	9	10	11	12	13	14	Final Grade
1																		
2																		
3																		
4																		
5																		
6																		
7																		
8																		
9																		
10																		
11																		
12																		
13																		
14																		
15																		
16																		
17																		
18																		

MASTER RECORD

Instructor

CLASS NUMBER IN CLASS

LESSON NUMBER	1	2	3	4	5	6	7	8	Final Station
NAME DATE									

To be used to record progress made by students throughout the course. Information is taken from the station record. Indicate station number opposite student's name.

STATION RECORD

STATION _____ DATE _____

CLASS _____ INSTRUCTOR _____

NAME	NAME
1.	8.
2.	9.
3.	10.
4.	11.
5.	12.
6.	13.
7.	14.

To be used for names of students at individual stations at end of period. One of these forms is to be used at each station.

INTERMEDIATE SWIMMING WRITTEN EXAM

Fill in your answer in the space provided:

Describe the steps, in order, for giving mouth to mouth resuscitation.

1.
2.
3.
4.

In the Intermediate Swimming course, we concentrated on 5 personal safety and survival skills. One of these is Survival Floating. List 3 others.

5.
6.
7.

The leg kicks which were practiced in the Intermediate Swimming course are the following:

8.
9.
10.

The arm strokes which were practiced in the Intermediate Swimming course are the following:

11.
12.
13.
14.

The most difficult stroke for most learners to coordinate is the following:

15.

We learn survival floating for the following reason:

16.

These are rescue skills which all of us can use safety even if we are not qualified life savers. List 5 ways which were covered in the Intermediate Swimming course in which you can assist a person in the water without endangering yourself.

17.
18.
19.
20.
21.

What, in your opinion, was the most valuable thing you learned during the Intermediate Swimming course?

22.

Why?

23.

What, in your opinion, was the least valuable thing you learned during the Intermediate Swimming course?

24.

Why?

25.

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The Fred Lanone Method of Drown Proofing. Ed Smyke, Director of Aquatics, Emory University, Atlanta, Georgia.